

Managerial strategies and effective staff meetings in Nigerian Universities

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ABSTRACT

Purpose – The study examined the leadership behaviour towards conducting effective staff meetings in Oyo State Public Universities; investigated the various management strategies that have been adopted by the Heads of Department in ensuring effectiveness in staff meetings in public universities as well as assessed the effective management strategy with a view to improving staff meetings in public universities in Osun State.

Method – A descriptive survey research design was used for the study. The population for the study comprised 177 Heads of Departments and 1799 academic staff members in all public Universities located in Osun state. The sample for the study comprised 40 Heads of Departments and 60 academic staff members in all the public universities in Osun state. Two self-designed instruments were used, namely: Management Strategies and Staff Meetings in Universities Interview Guide (MSSMUIG) and Staff Meeting Questionnaire (SMQ) to elicit information from the respondents. Data collected were analysed using descriptive and content analysis. Frequency counts, percentages, means, and standard deviation were used to answer the research questions raised. Content analysis was used for the qualitative aspect.

Findings – The results showed that all the management strategies adopted facilitates and enhances effective staff meetings in public universities in Osun State. It was further revealed that communication strategy was adopted because it afforded the staff members ample opportunities to express themselves and partake actively in decision-making process concerning departmental affairs as well as their personal affairs. The study therefore, concluded that communication and management strategies were the most effective for staff meeting as they afforded members ample opportunities for expression and active participation in decision-making processes.

Keywords: Staff Meeting, Communication, Management Strategies, Participation, Decision-making

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Introduction

The importance of management to the success of Nigerian higher institution of learning is second to none and is widely acknowledged to be a veritable tool that ensures all round development of the institutions. In Nigerian context, the management of university education can be seen from two dimensions; the external and the internal dimensions. At the external level, this is the control by the federal

government through the National Universities Commission (NUC), a body charged with the coordination of university management in the country. According to [Ibukun \(1997\)](#), the main objectives of the NUC are to ensure the orderly development of university education in Nigeria, to maintain its high standard and to ensure its adequate funding. [Okojie \(2007\)](#) posited that the NUC activities in improving quality of university education in the country include: accreditation of courses, approval of courses and programs, maintenance of minimum academic standards, monitoring of universities, giving guidelines for setting up of universities, monitoring of private universities, prevention of the establishment of illegal campus, and implementing appropriate sanctions.

On the other hand, the internal management of each university is represented by a simple organogram. The first is the Visitor who is usually the Head of State or the Head of Government that established it (The President in case of federal universities and the Governors in case of state universities). He usually comes to grace the convocation ceremonies where he uses the occasion to address the academic communities on matters of the moment ([Adegbite, 2007](#)). The second is the Chancellor, who is the titular head of the university, who by law, in relation to the university, takes precedence before all other members of the university and when he is present, presides at all meetings of the convocation held for conferring degrees ([Ekundayo & Ajayi, 2009](#)).

Besides, at the climax of the management structure within each university is the Governing Council, headed by the Chairman (Pro-Chancellor) which is charged with the administrative functions in the areas of goal setting, policy formulation, staff development, general discipline, budget approval and liaison activities with the government. In addition to this, there is the Senate, headed by the Vice-Chancellor and the Registrar as the Secretary. The Senate regulates the academic activities of the university following the general guidelines provided by the NUC ([Ekundayo & Ajayi, 2009](#)). According to [Mgbekem \(2004\)](#), the universities in Nigeria are run through committee systems which are either responsible to the Council or the Senate, among these committees are: finance and General-Purpose committee, development committee, appointments and Promotion committee, admissions committee, academic Planning committee, committee of Deans, research Grants committee, ceremonies committee, among others.

However, Nigerian university system has been affected by a staggering number of challenges, the effects of which are readily observable in our society. Some important leadership and management issues affecting Nigerian universities include poor leadership and governance resulting in ineffectiveness and incompetence at all levels, non-realization of national cohesiveness, incessant crime and insecurity, inadequate funding, and poor quality of products turned over (World Bank, 2000). Downplaying performance evaluation and subsequent implementation of reactionary measures based on the outcome of evaluation exercises by university leaderships and

decision makers are the reasons these problems are not only still in existence but growing in magnitude by the day ([Daramola & Amos, 2016](#)).

The challenges enumerated above call for good leadership and ideal management strategies in universities to ensure speedy development of the economy and the entire nation at large. In order to lead a university effectively, it is incumbent on the vice chancellor to have a clear vision of his direction and to possess the ability to rally the others. He likewise needs the ability to recognize correct choices and bring out the best in others, emotional intelligence, the ability to facilitate communication and mediate conflict, a sense of fairness and also, the kind of authenticity and integrity that creates trust ([Bain, 2004](#); [Bennis, 2009](#)). A strong moral compass is required, though not necessarily belonging to a religious faith. Character counts in the position of the vice chancellor more than any other single quality, it is more important than how much the vice chancellor knows of foreign policy or economics, or even of politics ([Daramola & Amos, 2016](#)).

The physical development of the university, custody of its assets and application of its funds are usually the responsibility of the Governing Council while the Senate oversees the academic programs and development of the University. The day-to-day management of the university and implementation of policies are the responsibility of the vice chancellor and other principal officers. This places a high responsibility on the vice chancellor. University leadership represents an opportunity to assume responsibility and authority for an entire institution, to be able to make a difference in a world they know and value, correct the problems they detected and judged from long before. The job of an ideal university vice chancellor seems to necessitate being a superman. Campus leadership needs to be directed at strengthening system components primarily at the local environment and maximizing local factors for the university to adapt itself to the world standards, work and interact with others in an international environment and establish a win-win relation in a globalized world ([Eskandari, 2010](#)).

According to [Daramola & Amos \(2016\)](#), headship management of university is an intelligent exercise requiring high level of managerial technical know-how. They posited that achieving effective leadership in university necessitates some essential processes which include but not limited to:

- a) Appointment of institutional head (Vice chancellor, Dean, HOD etc.): The process of appointing a vice chancellor is crucial to the eventual management of a university. It goes a long way in shaping the University. The vice chancellor, therefore, should be appointed to the position through democratic means and not by imposition as is done at times by the government. The selection of candidates for the post should be based on their accumulated knowledge and experience, deep understanding of the intricacies of the job, and past accomplishments in a number of situations on other posts proving their wizardry on the profession. Imposition will only bring chaos because such a leader will show allegiance to the government that installed him rather than

the system he is to lead. This eventually breeds caucuses to the detriment of openness, leading to the down-play of merit in appointments. There is a need to also appoint managers to assist the vice chancellor at the different levels; faculty, department, unit etc. The process is as critical as that of the appointment of the vice chancellor. Roles should be well defined as well as the tenure of the incumbent. Appointments of deans and heads of departments (HODs), especially, should be based on their ability to attract grants as is being done by the world class universities. Experience should also count and character as well. Likewise, the imposition of staff on the department or unit by the VC should be a thing of the past. Staff should be appointed based on merit for effectiveness and enhanced efficiency. Moreover, newly appointed academics should receive an effective induction in the Department.

- b) Role Integrity: Good institutional leadership entails a high level of integrity and being able to embrace those who speak valuable truths, however hard they are to hear. Nothing will sink a vice chancellor faster than surrounding him or herself with men and women who lacked integrity. Even when principled nay-sayers are wrong, they force the vice chancellor to re-evaluate his positions and to poke and prod his assumptions for weaknesses. Good ideas are only made stronger by being challenged ([Bain, 2004](#)).
- c) Group Decision Making: The group decision-making process provides wider knowledge and more information for decisions and gets the support of all the stakeholders. There are no diseconomies to knowledge; the wider the knowledge, the better the decisions.

Staff meeting is generally regarded as a dialogue platform to discuss issues of mutual interest concerning staff and employer in an organization; such meetings are usually held at regular intervals such as weekly, fortnightly, monthly or quarterly. Usually, Staff meetings could be used as an efficient and effective communication and consultation tool, but only if all involved plan carefully and pay attention to details before, during and after the meeting. It should be ensured that staff meetings are inclusive, well-focused, well-chaired, on time, on target, creative, and productive. This kind of a meeting should be democratic enough to ensure that all members in the meeting are given recognition so that they will see themselves as important members of the organization.

Staff meetings in public institutions or private sectors are regarded as one of the most effective way of making decisions and motivating staff to show commitment to the development of the organization. However, in some cases, employees often see meetings as annoying or even as an interruption of their work. Meanwhile, meetings could be unproductive and a waste of luxury time when it is not well focused. It is unequivocal that productivity of the organization is generally decreased when the meetings are not successful and the personnel of the organization are not satisfied with the process and the outcome of the meeting. However, it is undisputable that most chief executive officers of private sectors as well as heads of various public

institutions agree that meetings in an organization are important and a veritable tool to facilitate the realization of organizational goals. Therefore, it is important for organizations to spend much time on increasing meeting effectiveness because bad meetings are likely to have lasting psychological effects on the employees' productivity.

If the discussions in the meetings are properly documented, its outcome will definitely lead to tangible results that is capable of ensuring organizational development, education sector is inclusive. It should be ensured that there is clarity regarding the date, venue and time of meeting. There are five major strategies that manager is required to possess for effective coordination of staff meetings. They are; leadership-oriented strategy, communication strategy, planning strategy, decision-making strategy and motivational strategy. In this study, communication strategy will be used as yardstick for effective staff meeting in the university. Communication is a basic administrative responsibility of the head in ensuring that objectives of staff meetings are achieved. Communication is the process of sharing information and exchange of significant messages, ideas, attitudes, and feelings in ways that produce a degree of understanding between two or more people. Communication is the ability to convey in the simplest form information or ideas which the recipient can easily understand; and the ability on the other part of the recipient to reciprocate in such a way that he can easily be understood (Otamiri, Isaiah & Wori, 2002). If the Managers communication style is not favorable to staff working with him especially in university, there is the tendency that the staff would not co-operate with the manager and performance would be affected.

The term management strategy could be defined as the approach used by the management to get things done through people. In a broader sense, it is the process of planning, organizing, leading and controlling the efforts of members in the organization/institution to achieve objectives. Management, according to Oyeniyi (2011), is the allocation of resources and inputs for the purpose of producing output desired by the stakeholders of an organization so that corporate objectives are accomplished. The interrelated activities and functions of management include planning, leadership, communication, decision making and motivation. These actions are normally carried out by individuals (managers, administrators, organizational/institutional stakeholders, government officials, etc) within the organization/institution to achieve organizational goals and objectives. Thus, Adeyemi (2008) pointed out that one has to examine what managers do in order to identify who a manager is. He argued that management is a process of decision-making, organizing, staffing, planning, controlling, communicating and directing.

In the same vein, Egwunyenga (2006) sees management as the co-ordination and integration of people and material resources to attain established objectives. Management in educational parlance has been seen as one of the most important factors in school improvement and effectiveness and is about providing a culture within which teaching and learning will be prosperous. The training of leaders has therefore become of paramount important. The school head is seen as a central person in a

particular socio-cultural context, in the whole process of school improvement. School management role is seen in many forms as gatekeeper and responsible person to transform the schools to the highest levels while not always seeing his or her challenges. The school management role is seen, on the one hand, as a moral agent; a leader with high levels of commitment, patience, care and facilitative role, and on the other, an effective manager to run the affairs of school efficiently by fulfilling expectations of the stakeholders in a participatory approach. Therefore, a good management strategy could be instrumental to effective staff meeting. It is against this background that the study seeks to investigate the relationship between management strategies and effective staff meeting.

Meeting is the smallest core element of the organization activities where the power, structure, and function of the organization is manifested, legitimized, and perpetuated. According to [Cook \(2006\)](#), an effective staff meeting utilizes organizational purpose to evaluate the gap between what is and what could be, systematically encouraging the team to use their voice to drive growth and expand the idea of what is possible. Organizational meetings have several functions. They give members a chance to discuss and evaluate goals and objectives and keep individuals updated on current events. They provide a chance to communicate and keep the group cohesive. But, most of all, meetings allow groups to pull resources together for decision making. If the facilitator starts with a careful plan and finishes with a thorough follow-up, the meeting will run itself. [Cook \(2006\)](#) identified key elements for effective meetings to include: envisioning possibility, evaluating the issues at hand, establishing a plan of action, ensuring timeliness and empowering the team.

A study carried out by Microsoft in 2007 on 38,000 people in 200 countries, on average, revealed that people spend 5.6 hours each week in meetings and 69 percent of those surveyed feel meetings aren't productive ([Abney, 2014](#)). Staff meetings that are poorly-planned will not only waste time and money, but will deflate the enthusiasm and motivation of the staff. With a little planning, however, meeting outcomes dramatically improve. Most business professionals attend a total of 61.8 meetings per month and research indicates that over 50 percent of this meeting time is wasted.

In another word, [Abney \(2014\)](#) identified two types of meeting. These include information-oriented meeting and action-oriented meeting. Information-oriented meeting involves activities such as announcing a new policy and giving progress reports on projects. The sole purpose of an information-oriented meeting is to provide staff with the opportunity to hear and understand new information. Some information is better communicated in person. This type of meeting provides an opportunity for member staff to ask questions and get clarification. It also allows the leader to see how the staff respond to the new information and explains how information relates to the staff members at the meeting. Action-Oriented meeting on the other hand focuses on acquainting staff members with new policies, identifying programs as it is interrelated with different departments and developing recommendations for streamlining work flow.

Abney also advocates that there are cases of meeting whereby both information-oriented and action-oriented meetings are combined. In this case, the objective of the meeting will be to provide status report on a project and agree on plans for subsequent actions. Patterson (1999) posited that meetings could take different dimensions such as problem-solving meetings, regular staff meetings, strategic planning sessions, performance evaluation, team building and process reviews. There are different reasons or occasions to have a meeting ([Abney, 2014](#)). Here are a few of them:

1. Information Sharing or Progress Reporting, dissemination of information is one of the major reasons why organizational heads call for meetings. This type of meeting shares the same information, to everyone, at the same time.
2. Decision-Making or Strategizing Meeting, decision making is core and strategic activity of an organization which requires sound and coherent process. Meetings therefore hold so as to gain multiple perspectives and varied expertise in order to understand a situation or sequence of events, identify alternatives, make a decision, uncover risks, or assess consequences.
3. Meeting for special purpose, there may be times that everyone needs to be brought together for an announcement meeting which acknowledges the accomplishments of a group or an individual that deserves public recognition. Another occasion may announce when the practice has something to celebrate (launch of a new program, achievements of goals, finish of project on or ahead of time, promotions, etc.).
4. Education or Staff Training, staff training is another essential reason for meetings in organizations. As organization heads identify the training and development needs of staff, meetings are hereby conveyed in order to address work challenges brought about by poor performances, thus improving staff performances for the attainment of the overall goals and objectives of the organization. Meetings that are conveyed to improve staff performances on the job may be in form of seminars, workshops conferences, symposium and soon.

In addition, [The Information Newsletter \(2007\)](#) identified a list of purposes of staff meeting which may be useful to organizations especially parishes. These purposes include but are not limited to:

- a) Mission Alignment: The staff meeting is the place where the leaders can rehearse and remind others of the larger goal of the organization. It is the visioning task of the leader to bring clarity to the picture of the organization's mission or purpose. One of the central purposes of the staff meeting is to remember and rehearse the vision for the organization so that each staff member can find the way in which his or her part supports and deepens the mission of the whole.
- b) Developing Community: Staff members in a large organization are not commonly gathered in one place because their work is scattered over different areas within the organization. The fact that so much of the work of

each individual staff member is done without significant overlap in place, time, or constituency lends to the temptation and perception of working alone.

- c) **Information Sharing:** Staff meetings are principal times of sharing information. Every staff member must be intimated with necessary information as regards the organization's goals and objectives. Giving adequate information about the organization to staff members keep them abreast of the organization's progress and also motivates them, by giving them a sense of belonging and commitment to the organization as staff members.
- d) **Supervision of Group Work:** The staff meeting is an opportunity to invite the staff to conduct group formative evaluation. While a formative conversation may not be on the agenda every time the meetings are held, the staff meeting nonetheless is an opportune and often rare moment to do the reflective work of formative evaluation.
- e) **Role Renegotiation:** As work moves ahead, we all find that our job descriptions and assigned roles are necessarily malleable and need to be held loosely. Organizations at large, demand great interplay and flexibility. Corporations have long discovered that departments and workers that operate alone without connections to other departments or functions reduce productivity. On a similar but less formal level, work patterns can be negotiated at staff meetings. Staff members can be invited to state their needs during staff meetings and thus clue others as to how they might appropriately offer support or reduce distractions and stress. Staff meetings are appropriate clearinghouses for such statements of need.
- f) **Developing Staff Culture:** Every staff member has its own unique personality and culture. Formal or informal, introverted or extroverted, valuing give-and-take as a team or deferring to the authority of the leader, valuing seriousness and insight or valuing play and creativity, expecting polite harmony or expecting statements of directness. In the same manner, every organization is guided and constrained by a silent and tacit set of norms that are established to support her objectives. The staff meeting is a place, a platform, where norms can be tested and changed as the organizational head works with the staff.

[Duffy and Moran \(2011\)](#) posited that effective meetings start in the mind of the leader long before attendees show up. Preparation is a requirement for meeting success. Good preparation starts with identifying the purpose of the meeting. What is to be accomplished, who needs to be involved to accomplish this purpose, does this purpose require individuals to meet face-to-face, or can the meeting be accomplished through teleconferencing, or even email, if information does not need to be received simultaneously? A successful meeting begins with good preparation. This increases the likelihood that staff members will attend and actively participate, and leave feeling

that something valuable was accomplished. Timely follow-up after a meeting ensures that the decision reached at the meeting was accomplished and not lost. Some of the steps or processes towards conducting effective staff meetings include: decide on the purpose of the meeting, preparing and distribution of agenda, determine who needs to be at the meeting, determine the required length of the meeting, and find a location and time for the meeting. It must also be noted that the location of the meeting must be duly communicated to staff members in order to encourage participation (Duffy and Moran, 2011). Menard (2010) asserts that making meetings better is not simply a matter of ordering coffee and bagels. Productive, valuable, and engaging meetings require a clear goal, an open dialog, and a strong leader.

The role of management in Nigeria tertiary institution is to ensure that objectives of the institution are met through ideal managerial approach and effective staff meetings. For university management to have significant impact they must possess administrative and organizational skills for proper goal attainment. These skills could be leadership-oriented, planning skills, communication skills, decision-making skills, motivational skills etc. Study carried out by Abney, Dale, Yoshimi, Kello, Tylén and Fusaroli (2014) Nigerian higher education system has been witnessing an unprecedented disharmony among university staff members. This could be as a result of management strategies adopted by the head of the institutions. However, regular and effective staff meetings can help leaders solve the problems, this will go a long way to foster stronger bonds among staff members which can help the collegiality that can translate to institution effectiveness. With the above-mentioned facts, it is important to examine how management strategies determine effective staff meeting in Nigerian universities. Hence these study;

The following questions were raised to guide the study

What is the leadership behaviour towards conducting effective staff meetings? What are the various management strategies been used by HODs to ensure effectiveness in the staff meetings; and What is the most effective management strategy towards improving the effectiveness of staff meetings?

Method

The study adopted the descriptive research design using mixed method approach. The population for the study comprised all the 177 Heads of Departments and 1799 academic staff members in all public Universities located in Osun state. The sample for the study comprised 40 Heads of Departments and 60 academic staff members. Purposive sampling technique was adopted to select Obafemi Awolowo University, Ile-Ife and Osun State University, Osogbo because of the choice to choose one State and one Federal university. Simple random sampling technique was used to select five faculties from each University. From the selected Faculties, simple random sampling technique was also used to select twenty (20) Heads of Departments from each university given a total of forty (40) Heads of Departments; the justification for this technique was that each faculty and Head of department stands equal chance of being

selected. Convenience sampling technique was used to select sixty (60) academic staff members from the selected faculties. Two self-designed research instrument titled: Management Strategies and Effective Staff Meeting in University Interview Guide (MSESMU-IG) and Effective Staff Meeting Questionnaire (ESMQ) were used to gather data for the study. The first instrument was an interview guide which the researcher used to ask relevant questions on management strategies and effective staff meetings from the Heads of Department. The second instrument used was questionnaire. This questionnaire was in three sections; A, B, and C. Section A was on demographic data of the lecturers.

Section B contained items which concentrated on managerial strategies of heads for staff meetings while section C was on effectiveness of staff meetings. The reliability of the questionnaire was done using test-retest method of reliability and a coefficient value of (0.85) was obtained, this value was consider high enough for reliability. The researcher personally went to the universities selected for the study to collect the data. It took him four months to gather the data. Creditability of the interview was ensured. Quantitative analyzed was done using frequency counts, percentage, means and standard deviation, while content analysis was used for the qualitative aspect

Result and Discussion

Presentation and Analyses of Data

Research Question 1: what is the leadership behavior towards conducting effective staff meeting?

Table 1: Leadership Behaviour towards Conducting Effective Staff Meetings

S/N	Leadership Behaviour	N	Mean	Std. Deviation
Leadership Behaviour				
<i>Emotion</i>				
	Head of Department shows enthusiasm to meetings	54	3.5882	.70141
	Head of Department tells staff that they are doing well	54	2.4118	.92499
	Head of Department relates with staff closely in the meetings	54	3.2059	.94643
	Head of Department respects staff confidentiality	54	2.7941	.84493
	Head of Department communicates issues with staff honestly	54	2.7353	.96323
	Total		14.7353	3.19383
<i>Managing time and resources</i>				
	Head of Department tells staff to come to meetings early or leave late if required	54	2.7941	1.03805
	Head of Department delegates authority during busy periods	54	3.1176	1.17460
	Head of Department redistributes resources to manage high workload	54	2.7647	1.61543
	Head of Department provides time and space for staff to complete complex tasks	54	2.6765	1.24853

Head of Department sets effective deadlines	54	2.6765	1.31933
Total		14.0294	5.77080
<i>Following process and procedures</i>			
Head of Department produces work plan for staff	54	2.6765	1.06517
Head of Department sets regular performance reviews in the meeting	54	3.0588	1.04276
Head of Department demonstrates an understanding of work processes while in the meeting	54	2.8235	1.16698
Head of Department sees the process through from beginning to end	54	2.8529	1.20937
Head of Department follows due process in the meeting	54	2.7941	1.14890
Total		14.2059	4.98348
Grand Total		42.9706	13.21268

Table 1 showed leadership behavior towards conducting effective staff meeting. It was established that heads of departments show enthusiasm for work with mean value of 3.59 and standard deviation (SD) value of 0.70. This shows that staff are doing well with mean value of 2.41 and SD value of 0.93. It further established that Heads of Departments relates with staff closely in the meeting with mean value of 3.21 and SD value of 0.95, and that respects staff confidentiality with mean value of 2.79 and SD value of 0.85. Finally, Heads of Departments communicate issues with staff honestly with mean value of 2.74 and SD value of 0.96.

Furthermore, on managing time and resources; it was discovered that Heads of Departments tell staff to come to the meeting early or leave late if required, mean value is 2.79 and SD value of 1.04, Heads of Departments delegate authority during busy periods with mean value of 3.12 and SD value of 1.18. Also, Heads of Departments redistribute resources to manage high workload with mean value of 2.77 and SD value of 1.62, they provide time and space for staff to complete complex tasks with mean value of 2.68 and SD value of 1.25. They also set achievable deadlines with mean value of 2.68 and SD value of 1.32.

It was found that Heads of Departments produce work plan for staff with mean value of 2.68 and SD value of 1.07, and they set regular performance reviews with mean value of 3.06 and SD value of 1.04. Also, they demonstrate an understanding of work processes with mean value of 2.82 and SD value of 1.17, and that they see the process through from beginning to the end with mean value of 2.85 and SD value of 1.21, and that they follow due process in the meeting with mean value of 2.79 and SD value of 1.15. In conclusion, it was discovered that the leadership behavior towards conducting effective staff meetings was emotion with overall mean value of 14.74 and SD value of 3.19, followed by following process and procedures with overall mean value of 14.21 and SD value of 4.98, while managing time and resources with overall mean value of 14.03 and SD value of 5.77.

Research Question 2: What are the various management strategies that have been adopted by the head to ensure effectiveness in staff meetings?

Table 2: Various Management Strategies Adopted for Effective Staff Meetings

S/N	Management Strategies	Always	Often	Rarely	Never	Rank
		F (%)	F (%)	F (%)	F (%)	
Leadership-Oriented Strategy						
	Head of Department calls emergency meeting when there is something worth sharing	35 (64.7)	14 (26.5)	5 (8.8)	0 (0.0)	2 nd
	Head of Department delegates duties to member of staff	4 (8.8)	27 (50.0)	13 (23.5)	10 (17.6)	
	Head of Department manages administrative information with utmost confidentiality	22 (41.2)	22 (41.2)	5 (8.8)	5 (8.8)	
	Head of Department allows staff to do job the way they want	13 (23.5)	17 (32.4)	24 (44.1)	0 (0.0)	
	Head of Department welcomes ideas and feedback from staff	10 (17.6)	25 (47.1)	10 (17.6)	6 (17.6)	
Planning Strategy						
	Head of Department manages time and maintains the schedule meeting timing	8 (14.7)	27 (50.0)	19 (35.3)	0 (0.0)	5 th
	Head of Department engages in the use of management methodology	13 (23.5)	19 (35.3)	13 (23.5)	9 (17.6)	
	Head of Department suggests new way of completing assignments	22 (41.2)	14 (26.5)	18 (32.4)	0 (0.0)	
	Head of Department explains to staff how their work fits with expectations	13 (23.5)	24 (44.1)	17 (32.4)	0 (0.0)	
	Head of Department gives team members extra responsibilities	22 (41.2)	12 (23.5)	10 (17.6)	10 (17.6)	
Motivation Strategy						
	Head of Department ensures that all employees have the opportunity to take part in decision making in the meeting	13 (23.5)	32 (58.8)	9 (17.6)	0 (0.0)	3 rd
	Head of Department encourages team spirit	13 (23.5)	32 (58.8)	0 (0.0)	9 (17.6)	
	Head of Department ensures follow-up about what need to be achieved	13 (23.5)	41 (76.5)	0 (0.0)	0 (0.0)	
	Head of Department shares staff achievements with the team and senior management	0 (0.0)	54 (100.0)	0 (0.0)	0 (0.0)	
	Head of Department gives positive, constructive and specific feedback	0 (0.0)	25 (47.1)	19 (35.3)	10 (17.6)	
Communication Strategy						
	Head of Department circulates meeting agenda in ahead of staff meetings	17 (32.4)	32 (58.8)	5 (8.8)	0 (0.0)	3 rd
	Head of Department encourage interpersonal relationship	40 (73.5)	9 (17.6)	5 (8.8)	0 (0.0)	
	Does Head of Department exercise exemplary attitude	10 (17.6)	40 (73.5)	4 (8.8)	0 (0.0)	
	Head of Department holds regular one-on-one meetings when needed	22 (41.2)	32 (58.8)	0 (0.0)	0 (0.0)	

Head of Department informs staff how to contact them when they are not in the office	22 (41.2)	32 (58.8)	0 (0.0)	0 (0.0)	1 st
Decision Making Strategy					
Head of Department constructively resolves conflict that arises during the meeting	13 (23.5)	28 (52.9)	13 (23.5)	0 (0.0)	4 th
Head of Department reviews decisions for effective implementation	18 (32.4)	23 (44.1)	0 (0.0)	13 (23.5)	
Head of Department suggest concrete means for improving employees' wellbeing at staff meetings	5 (8.8)	49 (91.2)	0 (0.0)	0 (0.0)	
Head of Department produces work plan for staff	5 (8.8)	49 (91.2)	0 (0.0)	0 (0.0)	
Head of Department sets regular performance reviews	5 (8.8)	17 (32.4)	19 (35.3)	13 (23.5)	

Table 2 showed the various management strategies that have been adopted by the Heads of Departments to ensure effectiveness in staff meetings. From the items analyzed, it was established that Heads of Departments always call emergency meeting when there is something worth sharing 22 (64.7%), and that they often delegate duties to member of staff 17 (50.0%). It further established that Heads of Departments always manage administrative information with utmost confidentiality 14 (41.2%), and rarely allows staff to do job the way they want 15 (44.1%). It also showed that Heads of Departments often welcome ideas and feedback from staff 16 (47.1%).

Furthermore, on Planning Strategy; it was discovered that Head of Department often manage time and maintain the schedule meeting timing 17 (50.0%), and often engage in the use of management methodology 12 (35.3%). Also, it showed that Head of Department always suggest new way of completing assignments 14 (41.2%), they often explain to staff how their work fits with expectations 15 (44.1%). Head of Department always give team members extra responsibilities 14 (41.2%). It could be seen that the results on Motivation Strategy showed that Head of Department often ensure that all employees have the opportunity to take part in decision making in the meeting 20 (58.8%), and often encourage team spirit 20 (58.8%). Also, Head of Department often ensure follow-up about what need to be achieved 26 (76.5%), that they often share staff achievements with the team and senior management 34 (100.0%). Head of Department often gives positive, constructive and specific feedback 16 (47.1%).

Analysis also showed responses of the respondents towards Communication Strategy; Head of Department often circulate meeting agenda ahead of staff meetings 20 (58.8%), and they always encouraged interpersonal relationship 25 (73.5%). Also, Heads of Departments often exercise exemplary attitude 25 (73.5%), and they often hold regular one-on-one meetings when needed 20 (58.8%). Furthermore, Heads of Departments often inform staff how to contact them when they are not in the office 20 (58.8%). The results further showed responses of the respondents towards Decision Making Strategy; Heads of Departments often constructively resolved conflict that

arises during the meeting 18 (52.9), and they often review decisions for effective implementation 15 (44.1%). Also, Heads of Departments often suggest concrete means for improving employees' wellbeing at staff meetings 31 (91.2%), they often produce work plan for staff 31 (91.2%). Finally, Heads of Departments rarely sets regular performance reviews 12 (35.3%).

In conclusion, the result revealed that all the identified management strategies were adopted by the head to ensure effectiveness in staff meetings.

Research Question 3: What is the most effective management strategy towards improving the effectiveness of staff meetings?

Table 3: Effective Management Strategies towards Effective Staff Meetings

S/N	Management Strategies	Mean	Std. Deviation
Leadership-Oriented Strategy			
	Head of Department calls emergency meeting when there is something worth sharing	3.5588	.66017
	Head of Department delegate duties to member of staff	2.5000	.89612
	Head of Department manage administrative information with utmost confidentiality	3.1471	.92548
	Head of Department allows staff to do job the way they want	2.7941	.80827
	Head of Department welcomes ideas and feedback from staff	2.6471	.98110
	Total	14.6471	4.27114
Planning Strategy			
	Head of Department manage time and maintain the schedule meeting timing	2.7941	.68664
	Head of Department engage in the use of management methodology	2.6471	1.04105
	Head of Department suggest new way of completing assignments	3.0882	.86577
	Head of Department explains to staff how their work fits with expectations	2.9118	.75348
	Head of Department gives team members extra responsibilities	2.8824	1.14851
	Total	14.3236	4.49545
Motivation Strategy			
	Head of Department ensure that all employees have the opportunity to take part in decision making in the meeting	3.0588	.64860
	Head of Department encourage team spirit	2.8824	.97746
	Head of Department ensure follow-up about what need to be achieved	3.2353	.43056
	Head of Department shares staff achievements with the team and senior management	3.0000	.00000
	Head of Department gives positive, constructive and specific feedback	2.2941	.75996
	Total	14.4706	2.81658
Communication Strategy			
	Head of Department circulate meeting agenda in ahead of staff meetings	3.2353	.60597
	Head of Department encourage interpersonal relationship	3.6471	.64584

Head of Department exhibits exemplary attitude	3.0882	.51450
Head of Department holds regular one-on-one meetings when needed	3.4118	.49955
Head of Department informs staff how to contact them when they are not in the office	3.4118	.49955
Total	16.7942	2.76541
Decision Making Strategy		
Head of Department constructively resolved conflict that arises during the meeting	3.0000	.69631
Head of Department review decisions for effective implementation	2.8529	1.13170
Head of Department suggests concrete means for improving employees' wellbeing at staff meetings	3.0882	.28790
Head of Department produces work plan for staff	3.0882	.28790
Head of Department sets regular performance reviews	2.2647	.93124
Total	14.294	3.33505

Table 3 showed the most effective management strategy towards improved effective staff meetings. Using the item analysis, it was established that for Leadership-Oriented Strategy; Heads of Departments call emergency meeting when there is something worth sharing with mean value of 3.56 and SD value of 0.66, and that they delegate duties to member of staff with mean value of 2.50 and SD value of 0.90. It further showed that Heads of Departments manage administrative information with utmost confidentiality with mean value of 3.15 and SD value of 0.93, and that they allow staff to do job the way they want with mean value of 2.79 and SD value of 0.81. It also showed that Heads of Departments welcomes ideas and feedback from staff with mean value of 2.65 and SD value of 0.98;

Furthermore, on Planning Strategy; it was discovered that Heads of Departments manage time and maintain the schedule meeting timing with mean value of 2.79 and SD value of 0.69, and engage in the use of management methodology with mean value of 2.64 and SD value of 1.04. Also, it showed that Heads of Departments suggest new way of completing assignments with mean value of 3.09 and SD value of 0.87, they explain to staff how their work fits with expectations with mean value of 2.91 and SD value of 0.75. Heads of Departments gives team members extra-role responsibilities with mean value of 2.88 and SD value of 1.15.

It was observed that the results on Motivation Strategy showed that Heads of Departments ensure that all employees have the opportunity to take part in decision making in the meeting with mean value of 3.06 and SD value of 0.65, and they encourage team spirit with mean value of 2.88 and SD value of 0.98. Also, Heads of Departments ensure follow-up about what need to be achieved with mean value of 3.24 and SD value of 0.43, and that they share staff achievements with the team and senior management with mean value of 3.00 and SD value of 0.00. Head of Department gives positive, constructive and specific feedback with mean value of 2.29 and SD value of 0.76.

Furthermore, Heads of Departments shows understanding when giving feedback on things that haven't gone well with mean value of 3.06 and SD value of 0.65, and that they often recognize both team and individual contribution and performance with mean value of 2.91 and SD value of 0.67.

Analysis also showed responses of the respondents towards Communication Strategy; Head of Department circulate meeting agenda ahead of staff meetings with mean value of 3.24 and SD value of 0.61, they encourage interpersonal relationship with mean value of 3.65 and SD value of 0.65. Also, Heads of Departments exercise exemplary attitude with mean value of 3.09 and SD value of 0.52.

Finally, Head of Department asks staff how they can improve their job enjoyment with mean value of 3.24 and SD value of 0.61, and they often listen to what staff has to say with mean value of 3.00 and SD value of 0.00.

The results further showed responses of the respondents towards Decision Making Strategy; Heads of Departments constructively resolved conflicts that arise during the meeting with mean value of 3.00 and SD value of 0.70, and they review decisions for effective implementation with mean value of 2.85 and SD value of 1.13. Also, Heads of Departments suggest concrete means for improving employees' wellbeing at staff meetings with mean value of 3.08 and SD value of 0.29, and they produce work plan for staff with mean value of 3.08 and SD value of 0.29. Furthermore, Heads of Departments sets regular performance reviews with mean value of 2.27 and SD value of 0.93.

In conclusion, it was discovered that the most effective management strategy towards improved effective staff meetings is Communication Strategy with overall mean value of 16.7942 and SD value of 2.276541, followed by Leadership-Oriented Strategy with overall mean value of 14.6471 and SD value of 4.27114, Motivation Strategy with overall mean value of 14.4706 and SD value of 2.81658, Decision Making Strategy with overall mean value of 14.294 and SD value of 3.33505 and Planning Strategy with overall mean value of 14.3236 and SD value of 4.49545.

Qualitative Reports

Research questions 1: what is leadership behaviour toward conducting effective staff meeting?

The interaction with the Head of Departments (HoDs) showed that HoDs leadership behavior towards staff meeting is effective because they served members of staff prompt notice of meeting through print media, text message, circular, What's app and other means of getting the staff members informed of the date, venue and time of meeting. This is done to ensure that reasonable members of staff that can form quorum present before the commencement of the meeting. The HoDs are democratic enough in dealing with staff members in the meeting because they allowed the staff members to take active part in the decision making on issues relating to their personal lives and departmental issues. There no doubt that no organization is free from conflict

especially in the staff meeting but what distinguished organization from one another are the approaches towards settlement of the conflict.

It was established from the interaction with HoDs in Obafemi Awolowo University and Osun State University that no lopsidedness while settling conflict in the staff meeting because HoDs strike balance between or among the aggrieved parties involved so that nobody will feel being cheated. To make the staff meeting conducive, HoDs allowed the individual to express his/her view during the meeting and act with appropriate measure of openness, maturity and transparency to ensure that nobody is left behind. To crown it all, HoDs in Obafemi Awolowo University and Osun State University take the issue of staff welfare with utmost seriousness while taking decision in the meeting. Besides, they organised refreshment to make the meeting interesting for the staff members.

Research question 2: What are the various management strategies been used by HODs to ensure effectiveness in the staff meeting?

From the interaction with HoDs in Obafemi Awolowo University and Osun State University helped the research to infer that HoDs adopted both democratic and autocratic management strategies to ensure effectiveness in the staff meeting depending on situation and atmosphere of the meeting. They adopted democratic management strategies when they allowed all staff members in the meeting to participate activity in the decision making. Sometimes, HoDs delegate responsibility to the staff member that is capable to preside over the meeting especially the staff that has insubordination of interest. HoDs are modest and magnanimous enough while using power and authority in earring staff by calling them to order discussing their misbehaviour in the staff meeting individually so that such actions and inactions will not reoccur. Sometimes, HoDs in Obafemi Awolowo University, Ile-Ife and Osun State University adopt communication management strategy to deal with issues that need stringent approach so that orderliness will be maintained in the meeting. From the interactions with the HoDs it was established that some HoDs instructed the staff members involved in the conflict to keep quit so that the issue will not go out of hands.

Research question 3: What is the most effective management strategy towards improving the effectiveness of the staff meeting?

It was established from the discussion with the HoDs in Obafemi Awolowo University and Osun State University that the best management strategy to ensure effectiveness in the staff meeting was communication management strategy because it afforded the staff members ample opportunities to express themselves and partake actively in decision making in the departmental and their personal affair. From the discussion with the HoDs it was establish that democratic management strategy in the staff meeting helps to ensure smooth running of the department because it affords them to see themselves as bonafide members of the department.

Discussion

It was discovered that the leadership behavior towards conducting effective staff meetings was emotion with overall mean value of 14.74 and SD value of 3.19. This is in line with Goleman, Goleman, Boyatzis and McKee (2002) that the ability to engage members of a staff and bring them on board is called emotional intelligence. This is reflected in the role of a transformational leader as he or she affects feelings of trust, loyalty and enthusiasm in followers. An emotionally intelligent leader does not only empathize with emotions, but also expresses them for the group. Effective emotional leadership engages followers' emotional capabilities, creating a mind-set prepared for creative problem solving, optimism, flexibility and productivity. Contrary to the findings of Hargreaves (2003) that transformation implies a profound or fundamental change, a metamorphosis that involves some radical innovation, not just incremental innovation was observed. Thus, it is fair to anticipate that elements of transformational leadership would be present in circumstances of growth, development, or change. Hallinger, (2003) also contradicted the findings that Transformational leaders are those who stimulate and inspire followers to both achieve extraordinary outcomes and develop their own leadership capacity.

This study found the various management strategies adopted by the head to ensure effectiveness in staff meetings are leadership-oriented strategy, communication strategy, planning strategy, decision-making strategy, democratic strategy, autocratic strategy and motivational strategy. To corroborate these findings Otamiri, Isaiah and Wori, (2002) affirmed that it should be ensured that there is clarity regarding the date, venue and time of meeting. There are five major strategies that headship is required to possess for effective coordination of staff meetings. These strategies include leadership-oriented strategy, communication strategy, planning strategy, decision-making strategy and motivational strategy.

Myrsiades (2000), also supported the finding that leaders can play a facilitator role in meetings which can be achieved by acting as a central person who determines and leads the discussions. The behaviors of leaders can be divided into three categories namely task oriented behaviors, relationship-oriented behaviors and meeting mechanics. Fullan (2002) noted that there are a variety of leadership styles utilized by leaders. Many of the leadership strategies have some similarities.

It was discovered from the study that the most effective management strategy towards improved effective staff meetings is Communication Strategy because it afforded the staff members ample opportunities to express themselves and partake actively in decision making in the departmental and their personal affair. To corroborate this, Otamiri, Isaiah and Wori, (2002) argued in support of the findings that communication is a basic administrative responsibility of the head in ensuring that objectives of staff meetings are achieved. Communication is the process of sharing information and exchange of significant messages, ideas, attitudes, and feelings in ways that produce a degree of understanding between two or more people. Mgbekem,

(2004) also affirmed that without proper leadership and free flow communication, the organization will exist for many years without achieving the goals of the organization.

Conclusion

The study concluded that leadership behavior toward conducting effective staff meetings are emotion, managing time and resources and following process and procedure. The various management strategies adopted by the HoDs to ensure effectiveness in staff meetings are leadership-oriented strategy, communication strategy, planning strategy, decision-making strategy, and motivational strategy. The most effective management strategy towards improved effective staff meetings is communication strategy because it afforded the staff members ample opportunities to express themselves and partake actively in decision making in the departmental and their personal affairs.

Based on the research findings of this study, it is thus recommended that the heads of departments should boost communication strategy as a means of enhancing effectiveness of staff meetings. Also, the heads of departments should operate an open-door policy to allow for free flow of information to promote unity and co-operation among the staff. Finally, HODs should be flexible in most cases, adopting strategies that is best approach the situation in the staff meetings. However, further researchers could also do the research in colleges of education, polytechnic, monotechnic, primary and secondary school system

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